



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11341355
SAU: Portland Public Schools
School: Lyman Moore Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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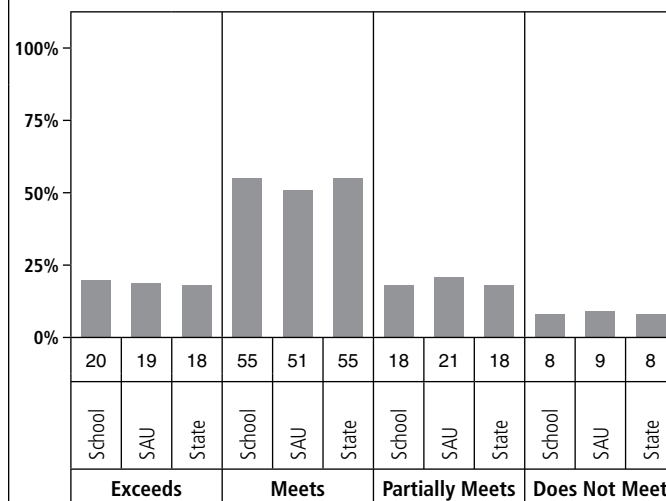
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

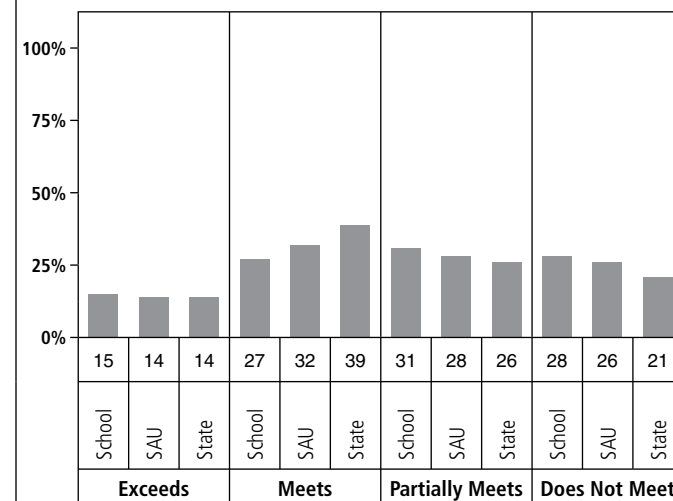
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	743	744	745
2006–2007	745	747	748
2007–2008	750	749	750
Cum. Avg. *	746	747	748
Mathematics			
2005–2006	736	737	740
2006–2007	740	742	742
2007–2008	740	740	743
Cum. Avg. *	739	740	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	168	100	476	100	14818	100	168	100	469	99	14698	99	167	100	470	99	14694	99												
Ethnicity African American/Black	22	13	90	19	381	3	22	100	87	97	372	98	22	100	89	99	375	99												
American Indian or Native Alaskan	0	0	2	0	113	1	0	0	2	100	112	99	0	0	2	100	112	99												
Asian or Pacific Islander	11	7	40	8	219	1	11	100	38	95	213	97	11	100	39	98	217	99												
Hispanic	8	5	21	4	178	1	8	100	21	100	176	99	8	100	21	100	177	100												
Caucasian/White	127	76	323	68	13927	94	127	100	321	100	13825	99	126	100	319	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	24	14	75	16	2556	17	24	100	74	100	2508	99	24	100	74	100	2497	98												
Current LEP	25	15	112	24	363	2	25	100	108	96	352	97	25	100	111	99	360	99												
Economically disadvantaged	65	39	219	46	5461	37	65	100	214	98	5408	99	65	100	217	99	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	145	86	328	69	12195	82	144	86	326	68	12215	82												
Identified disability (PET/IEP)	5	3	12	4	418	3	5	3	12	4	421	3												
LEP	19	13	43	13	183	2	19	13	43	13	183	1												
504 plan	2	1	6	2	181	1	2	1	6	2	182	1												
Participation with accommodations	18	11	130	27	2320	16	18	11	134	28	2303	16												
Identified disability (PET/IEP)	14	78	52	40	1912	82	14	78	52	39	1900	83												
LEP	6	33	63	48	159	7	6	33	67	50	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	1	6	26	20	244	11	1	6	26	19	226	10												
Participation through alternate assessment (PAAP)	5	3	10	2	178	1	5	3	10	2	176	1												
Identified disability (PET/IEP)	5	100	10	100	178	100	5	100	10	100	176	100												
LEP	0	0	1	10	5	3	0	0	1	10	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	1	0	5	0																		
Approved non-participation – special consideration	0	0	1	0	27	0	1	1	2	0	28	0												
Non-participation – other	0	0	6	1	93	1	0	0	4	1	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA–READING RESULTS

Test Date:	March 2008
Grade:	7
SAU:	Portland Public Schools
School:	Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	18	9	70	13	1769	11
	2006-2007	23	13	86	18	2630	18
	2007-2008	32	20	88	19	2604	18
	Cum. Total*	73	13	244	17	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	98	49	233	45	7521	49
	2006-2007	89	49	226	48	7605	51
	2007-2008	89	55	232	51	8049	55
	Cum. Total*	276	51	691	48	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	52	26	126	24	3773	24
	2006-2007	33	18	78	17	3000	20
	2007-2008	29	18	96	21	2672	18
	Cum. Total*	114	21	300	21	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	33	16	94	18	2399	16
	2006-2007	36	20	82	17	1620	11
	2007-2008	13	8	42	9	1190	8
	Cum. Total*	82	15	218	15	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.6	63.6	34.7	62.0	35.3	63.0
Literary Text	28	50	17.6	62.9	17.1	61.1	17.3	61.8
Informational Text	28	50	18.0	64.3	17.6	62.9	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	163	32	20	89	55	29	18	13	8	750	458	19	51	21	9	749	14515	18	55	18	8	750
Ethnicity																						
African American/Black	21	1	5	10	48	4	19	6	29	742	86	5	42	30	23	740	365	10	49	19	22	742
American Indian or Native Alaskan	0										1						110	6	52	24	18	744
Asian or Pacific Islander	11	2	18	7	64	2	18	0	0	752	38	13	61	18	8	749	211	26	47	20	6	752
Hispanic	8	1	13	4	50	3	38	0	0	747	20	10	60	25	5	746	173	12	54	18	15	746
Caucasian/White	123	28	23	68	55	20	16	7	6	752	313	25	51	19	6	752	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	6	32	8	42	733	64	2	34	41	23	737	2330	2	30	36	32	735
No	144	32	22	84	58	23	16	5	3	753	394	22	53	18	7	751	12185	21	60	15	4	753
Current LEP																						
Yes	25	1	4	12	48	6	24	6	24	742	106	4	44	30	22	740	342	8	46	22	24	741
No	138	31	22	77	56	23	17	7	5	752	352	24	53	18	5	752	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	60	7	12	22	37	20	33	11	18	743	204	7	41	35	18	741	5299	9	51	26	14	745
No	103	25	24	67	65	9	9	2	2	755	254	29	59	10	2	756	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	163	32	20	89	55	29	18	13	8	750	458	19	51	21	9	749	14514	18	55	18	8	750
Gender																						
Female	64	17	27	36	56	9	14	2	3	754	214	22	51	19	7	751	7084	24	55	15	6	752
Male	99	15	15	53	54	20	20	11	11	748	244	16	50	23	11	748	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	3	60	1	20	1	20	740	157	27	43	22	8	751	946	6	47	34	12	743
No	158	32	20	86	54	28	18	12	8	751	301	15	54	21	10	748	13569	19	56	17	8	750
Gifted/talented program																						
Yes	7	6	86	1	14	0	0	0	0	766	14	86	14	0	0	769	574	61	38	1	0	765
No	156	26	17	88	56	29	19	13	8	750	444	17	52	22	9	749	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	7 53 38 3	0 21 10 1	0 25 17 25	5 43 37 3	45 51 62 75	5 14 8 0	45 17 13 0	1 6 5 0	9 7 8 0	739 752 751 762	6 51 40 4	0 22 20 19	48 51 53 44	36 21 17 25	16 7 10 13	740 750 750 751	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	31 51 12 6	11 17 4 0	22 21 21 0	24 51 9 5	48 62 47 56	9 10 5 3	18 12 26 33	6 4 1 1	12 5 5 11	750 752 748 745	33 49 14 4	29 16 15 6	48 56 48 39	15 21 25 33	8 7 13 22	753 749 745 740	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	33 49 17 1	21 11 0 0	40 14 0 0	29 48 11 1	55 61 41 100	2 15 10 0	4 19 37 0	1 5 6 0	2 6 22 0	759 749 739 748	33 49 16 2	36 16 1 0	50 57 42 25	8 20 39 63	7 7 17 13	756 749 740 738	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	23 62 14	4 20 8	11 20 35	19 58 11	51 59 48	11 13 3	30 13 13	3 8 1	8 8 4	747 751 755	19 65 16	15 19 28	44 52 57	27 21 10	15 8 6	745 750 754	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 47 45	0 11 21	0 15 30	5 46 36	38 63 51	4 11 10	31 15 14	4 5 3	31 7 4	737 749 755	11 48 41	4 11 35	35 57 50	29 25 11	31 7 5	736 748 756	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	29 65 6	11 19 2	24 19 20	23 58 7	51 57 70	9 15 1	20 15 10	2 10 0	4 10 0	752 750 755	35 60 5	20 20 22	46 53 70	24 18 9	11 8 0	748 750 755	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	16 64 5 15	7 22 2 1	28 21 25 4	13 58 4 14	52 56 50 58	5 15 1 6	20 15 13 25	0 8 1 3	0 8 13 13	754 751 749 745	19 56 7 17	26 23 6 8	48 52 64 47	12 17 24 36	14 7 6 9	751 751 746 744	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
Optional school/SAU question A. B. C. D.	25 42 25 8	0 0 0 0	0 0 0 0	1 2 1 1	33 40 33 100	2 2 2 0	67 40 67 0	0 1 0 0	0 20 0 0	743 738 745 750	28 44 12 16	0 0 0 0	29 27 33 25	57 55 67 25	14 18 0 50	740 735 745 728						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	18	9	53	10	1646	11
	2006-2007	24	13	74	16	2142	14
	2007-2008	24	15	65	14	2028	14
	Cum. Total*	66	12	192	13	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	55	27	146	28	5497	36
	2006-2007	62	34	184	39	5642	38
	2007-2008	43	27	148	32	5703	39
	Cum. Total*	160	29	478	33	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	72	36	185	35	4514	29
	2006-2007	46	25	101	21	4077	27
	2007-2008	50	31	128	28	3733	26
	Cum. Total*	168	31	414	28	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	56	28	142	27	3797	25
	2006-2007	49	27	117	25	3001	20
	2007-2008	45	28	119	26	3054	21
	Cum. Total*	150	28	378	26	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.7	54.4	8.5	53.1	8.8	55.0
Cluster 2: Shape and Size	14	25	5.1	36.4	5.0	35.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.2	40.0	3.2	40.0	3.5	43.8
Cluster 4: Patterns	18	32	6.9	38.3	7.5	41.7	7.9	43.9

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	24	15	43	27	50	31	45	28	740	460	14	32	28	26	740	14518	14	39	26	21	743
Ethnicity																						
African American/Black	21	1	5	1	5	5	24	14	67	726	88	5	16	26	53	728	372	5	24	25	45	731
American Indian or Native Alaskan	0										1						110	5	30	36	29	736
Asian or Pacific Islander	11	2	18	5	45	1	9	3	27	745	39	15	36	26	23	744	216	25	34	23	18	748
Hispanic	8	1	13	0	0	4	50	3	38	732	21	10	19	38	33	733	175	9	32	30	29	737
Caucasian/White	122	20	16	37	30	40	33	25	20	742	311	17	37	28	18	744	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	2	11	7	37	10	53	727	64	6	17	39	38	733	2321	2	16	26	55	727
No	143	24	17	41	29	43	30	35	24	741	396	15	35	26	24	741	12197	16	44	26	15	746
Current LEP																						
Yes	25	0	0	4	16	6	24	15	60	726	110	5	19	25	51	729	356	7	23	24	45	731
No	137	24	18	39	28	44	32	30	22	742	350	17	36	29	18	744	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	60	4	7	8	13	19	32	29	48	731	208	6	21	31	42	732	5301	5	31	31	33	736
No	102	20	20	35	34	31	30	16	16	745	252	21	42	25	12	747	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	162	24	15	43	27	50	31	45	28	740	460	14	32	28	26	740	14517	14	39	26	21	743
Gender																						
Female	64	10	16	18	28	17	27	19	30	740	214	13	34	28	25	740	7086	14	40	26	20	743
Male	98	14	14	25	26	33	34	26	27	739	246	15	31	28	26	740	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	1	20	2	40	736	157	18	38	22	22	743	946	4	23	36	37	733
No	157	24	15	41	26	49	31	43	27	740	303	12	29	31	28	738	13572	15	40	25	20	743
Gifted/talented program																						
Yes	7	5	71	2	29	0	0	0	0	767	14	71	29	0	0	767	575	64	31	3	1	765
No	155	19	12	41	26	50	32	45	29	738	446	12	32	29	27	739	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	2	18	6	55	3	27	732	6	0	20	56	24	733	6	7	29	26	37	734
B. less than one hour	53	14	17	23	27	26	31	21	25	741	51	17	31	26	26	741	50	13	39	26	22	742
C. one to two hours	38	9	15	17	28	16	27	18	30	739	39	11	39	27	23	741	40	15	42	26	17	744
D. more than two hours	3	1	25	1	25	1	25	1	25	746	4	19	25	19	38	739	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	10	23	9	21	11	26	13	30	741	26	23	33	24	20	744	32	21	40	23	16	747
B. They match some of what I have learned.	58	11	12	31	34	32	35	18	20	741	57	11	35	32	22	741	50	12	42	27	19	743
C. They match just a little of what I have learned.	9	1	7	3	20	2	13	9	60	730	13	7	34	17	41	734	15	7	32	31	30	737
D. There is no match.	5	2	25	0	0	3	38	3	38	740	4	11	0	32	58	728	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	16	43	12	32	7	19	2	5	755	27	36	35	19	10	751	25	34	42	13	11	753
B. good	51	8	10	27	33	29	36	17	21	740	48	9	37	29	25	739	47	10	45	27	18	743
C. fair	22	0	0	4	11	13	37	18	51	727	22	0	26	37	36	733	23	3	30	36	32	735
D. poor	4	0	0	0	0	0	0	6	100	722	3	0	0	21	79	722	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	37	3	5	14	24	24	41	18	31	736	39	8	30	32	31	736	36	6	38	29	27	738
B. about the same as my regular schoolwork	53	15	18	27	32	23	27	19	23	742	53	17	37	25	21	743	53	13	42	27	18	744
C. easier than my regular schoolwork	10	6	38	2	13	3	19	5	31	746	8	24	27	30	19	746	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	30	7	15	12	25	20	42	9	19	741	35	12	30	30	29	738	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	61	17	18	27	28	25	26	28	29	741	57	17	35	27	22	743	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	3	23	5	38	5	38	732	7	3	38	28	31	737	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	3	1	20	1	20	2	40	1	20	740	5	5	23	45	27	735	9	15	37	25	23	742
B. two or three days a week	11	2	11	3	17	9	50	4	22	738	18	9	31	33	27	737	20	13	41	26	20	743
C. two or three times each month	47	13	17	20	27	18	24	24	32	740	39	15	33	24	28	740	30	15	40	27	18	744
D. never or almost never	38	8	13	18	30	20	33	14	23	741	37	15	36	27	22	743	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	26	6	14	13	31	12	29	11	26	740	28	13	36	26	25	741	20	17	39	23	22	744
B. two or three days a week	46	15	21	20	27	16	22	22	30	741	36	16	36	23	25	742	29	16	40	25	19	744
C. two or three times a month	18	2	7	6	21	15	52	6	21	736	20	12	30	34	24	740	26	13	40	28	20	743
D. never or almost never	9	1	7	4	27	6	40	4	27	739	16	11	27	34	28	737	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	0	0	5	45	6	55	727	7	7	10	21	62	727	8	7	32	26	35	736
B. 30–45 minutes	28	4	9	11	25	11	25	18	41	734	31	10	29	29	32	737	41	12	38	27	23	741
C. 45–60 minutes	58	18	20	28	30	30	33	16	17	744	56	15	38	29	17	744	41	17	42	24	16	745
D. more than 60 minutes	7	2	18	4	36	3	27	2	18	741	6	18	32	25	25	740	10	15	38	25	22	743
Optional school/SAU question																						
A.	25	0	0	1	33	1	33	1	33	727	31	0	25	38	38	728						
B.	42	0	0	2	40	3	60	0	0	738	42	9	18	64	9	737						
C.	25	0	0	1	33	1	33	1	33	729	12	0	33	33	33	729						
D.	8	0	0	0	0	0	0	1	100	722	15	0	0	0	100	706						